**Quick Self-Monitoring Tool for Reading**

Self-monitoring is an important metacognitive tool for boosting [reading](http://www.education.com/topic/study-help-language/?__module=DeepLink&hit&id=1233) comprehension by cultivating a reader's natural inner dialogue. Below is an example of the kinds of self-questioning that must take place while reading. These question prompts emphasize the active role that students must assume in the comprehension process if self-monitoring procedures are to be effective.

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| **Self-Questioning Procedure** *(Question Generation)* |  | **Inner Dialogue**  *(Question Answering)* |
| 1. Why am I reading this? | **[PURPOSE]** | To learn about the Japanese culture. |
| 2. What will I be learning? | **[SKIM]** | The pictures show all different parts of the Japanese culture. |
| 3. How is this organized? | **[PREVIEW]** | Each letter of the [alphabet](http://www.education.com/topic/reading-and-the-alphabet/?__module=DeepLink&hit&id=1141) tells me about Japan. |
| 4. What do I already know about this? | **[SCHEMATA]** | I saw "sushi" on restaurant menus. |
| 5. Does this make sense as I read? Do I understand? | **[ACTIVE READING]** | Yes. The pictures help me make a person-to-text connection. |
| 6. Is there new information here? Should I slow down? Reread? | **[METACOGNATIVE STRATEGY]** | Yes. The pronunciations in italics help me pronounce the words. Slow down. I should read this part again. |
| 7. How am I doing? Am I learning as I read? | **[METACOGNATIVE MONITORING]** | Yes. These words make sense because the picture images make Japan real. I'll add Japanese words to my thesaurus. |

**Source**: Information from A to Zen by Ruth Wells